



SREENIDHI
INTERNATIONAL SCHOOL
KINDLE THE LIGHT WITHIN

BEHAVIOUR POLICY

Approved By : Sreenidhi Board of Directors

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1. SREENIDHI INTERNATIONAL SCHOOL MISSION AND VISION STATEMENT

Vision

To create internationally minded, socially responsible global citizens.

Mission

Sreenidhi International School cultivates an intellectually challenging environment through holistic and impactful learning, fostering innovation, diversity and student voice, choice and ownership of learning to create internationally minded individuals.

Guiding Statements

- a safe, supportive and legally compliant environment which encourages respect, responsibility, tolerance and compassion.
- a high-quality education that promotes the pursuit of academic excellence, innovation, ethical perspectives and lifelong learning.
- education to be a shared partnership of mutual cooperation amongst all members of the school community.
- an environment of cultural diversity that enhances our school community as well as our understanding of the world.
- a continuum of IB curriculum that is comprehensive to prepare students for the future.
- the ability to demonstrate international-mindedness and attributes of the IB Learner Profile.
- behaviour standards that promote a respectful and responsible school environment.
- an inclusiveness in holistic opportunities dependent on the school resources and availability.
- an understanding of a collective responsibility towards society.
- a commitment to enshrine agency across the community.

IB Mission Statement:

The IB aims to develop inquiring, knowledgeable, caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

2. Student Behavior Management Policy

At Sreenidhi International School, we aim to develop socially responsible global citizens. We do this by providing excellent learning and teaching through the IB continuum of education. The excellent learning and teaching is supported by world class facilities providing international quality child protection and community wellbeing. Sreenidhi is known for its culture of innovation where community members feel happy and safe to look for new ways to develop global citizenship. Sreenidhi is a world-renowned destination for teacher professional learning and visiting school experiential learning programmes. The community believes that innovation happens when community members are happy and demonstrate integrity, resilience and empathy. As a growing school community of over 1000 students, Sreenidhi takes its environmental responsibilities seriously and through energy generation, waste management and contemporary transportation, it is known as a 'green' school.

This policy reflects Sreenidhi International School's values of Integrity, Resilience and Empathy. We strive to stay committed to our core values with the help of our enablers which are - Innovation, transparency, collaboration and empowerment. We strongly believe that consistency in approach to discipline between teachers and students helps to better serve students and address their learning needs.

3. School philosophy and underlying practice within the school

At Sreenidhi International school, we provide our learners with a safe, secure, calm and pleasant environment which fosters students' overall development in a holistic learning environment. Hence our learning and teaching philosophy go beyond just teaching academics, and focus towards developing physical, social and emotional skills, strengthening relationships and building self identity which takes care of their overall well being. Our well-ordered learning environment also sets high expectations for positive behavior and work ethics as they are essential components for learning. These strategies help students to engage in learning, sustain good relationships with peers and achieve their full potential, both academically and socially.

At Sreenidhi students are encouraged to

- have a positive attitude and relationships which encourages understanding and tolerance towards others.
- take responsibility for their own actions and to develop a pride in themselves and the school

- attain punctuality and good attendance
- develop and role model the IB Learner Profile attributes
- be honest; act in a manner aligned with school policies to make ethical and responsible decisions
- exchange greetings in a courteous manner, using “Please” and “Thank you” as appropriate

4. Implementation of this policy and when it applies

Implementing this policy is the shared responsibility of all stakeholders of the school community. Each stakeholder has specific contributions to make and support the behavior policy to have positive behavior and a progressive culture in the school community.

This Policy applies to all students in the school campus as well as when they are traveling to or from the school. It also applies when a student is taking part in any school-organized or school-related activity, wearing the school uniform, or in some other way is identifiable as a student of the school. The policy will be implemented when misbehavior is reported to the school or witnessed by a member of staff and after any necessary investigation.

The Behavior Policy will also apply at other times and for the misbehavior might not fall within the remit of this policy (might not be included here) . This may include instances like the school is able to establish that the reported misbehavior has happened, and has repercussions for the orderly running of the school or is directed towards a member of the school staff or could adversely affect the reputation of the school.

5. School stakeholder’s support and responsibility

Every child is born with a unique personality which is shaped by the environment in which he/she is brought up. All stakeholders including Parents, teachers, and schools play an important role in influencing the personality of a child.

Students

At Sreenidhi International School, students are at the center of our learning and teaching and we support students throughout their learning journey. We empower our students to take ownership of their learning by designing activities that foster learner independence and invite students to engage more thoughtfully in the learning engagement. Student behavior plays a crucial role in academic achievement as it can affect their self ability to learn as well as may impact the learning environment of their peers. To have a conducive learning environment in class for all students and for them to learn effectively students at Sreenidhi International school are expected to

- contribute positively to a well-ordered learning environment by being punctual, having positive behavior and working to the best of their ability.
- act in a responsible manner by keeping the school premises clean and tidy and not indulging in activities that may endanger health and safety of the school environment.
- show respect to others by being polite and honest and refraining from bullying, fighting, name-calling and possessing items that are not permitted in school.
- adhere to the code of conduct at all times and promote a positive image of the school by being polite and courteous.
- Showcase ethical behavior online.

Parents

Parents have a strong influence on their children, as they play a crucial role in the development of children and their learning journey. They are children's first teachers and children learn a lot by watching their parents and imitating their actions and behavior.

At Sreenidhi International school, parents have a shared responsibility to support their child's learning and behavior by

- ensuring to attend the parent conferences and school events and encouraging their children to achieve academic targets through regular discussions.
- ensuring their child is punctual, suitably equipped for school and adheres to the uniform and appearance as listed in the student-parent handbook.
- ensuring that their child follows the school's code of conduct and contacting school for the matters of concern.
- co-operating with school strategies in case of matters of repeated behavioral problems and supporting school in matters of addressing disciplinary issues.

School

At Sreenidhi International School we strongly believe that development is a continuous process and hence the school engages in regularly reviewing its procedures and practices in order to improve the standard of education offered to all its students. We promote equal opportunities for all and encourage respect and tolerance which makes our learning environment safe and conducive for academic achievement. The school has set

- clear written expectations of behavior and has a referral system that supports and sanctions as appropriate together with a systematic rewards and sanctions system to promote positive attitudes.
- clear procedures for staff for dealing with instances where students do not conform to expectations

- guidelines and training for staff with respect to the strategies for dealing with students who demonstrate frequent behavioral difficulties
- clear expectations of behavior when outside the classroom together with procedures for dealing with students who fail to meet expectations clear guidelines as to items which must not be brought to school
- clear policy and procedures for dealing with violent incidents, drug/alcohol/substance abuse should it occur on school premises or when under the school's jurisdiction
- annual analysis of rewards and sanctions given to individuals and distinct groups of students
- school site monitored by security cameras with network cameras in many areas
- opportunities for students to take responsibility for their own actions and develop pride in themselves and the school
- opportunities for students to have a voice in matters within the school through the School student Council
- opportunities for students to volunteer for a range of duties and leadership opportunities within and outside the school
- opportunities for students to refer formally others who are causing disruption to their learning

6. Rewarding Positive Behavior

Most of the time, in classrooms students' disruptive/inappropriate behavior is immediately identified and addressed with instant attention. Students who display poor behavior repeatedly are often met with lower expectations and get rewarded for every small step towards display of positive behavior. However, students who are diligent and always display positive behavior, possess great work ethics and do not indulge in disruptive behavior unfortunately at times go unnoticed as they work quietly.

At Sreenidhi International school, we strongly believe, while it is important to get to the root cause of any repeatedly disruptive behavior in class, it is also very important to acknowledge and reward students who are self motivated and display a positive learning attitude. The school use the strategy of rewards to support positive behavior and self discipline in all aspects of school life. Some of the positive behavior may be categorized and defined as:

Supporting peers in the learning process: Students support their peers in class which helps to create a wonderful social environment. This helps to learn the fundamental values of life, strengthen the peer relationships and create a favorable learning environment. It also helps in academic success as it enables students to grow mentally.

Timely submission: Students complete and submit their assignments on or before the deadline assigned by the teachers. In a couple of instances, while there are valid reasons for the delay in submission, students keep the respective teachers informed about it and take permission for the same.

Positive Classroom behavior: A positive classroom is an outcome of a positive mindset. Students should showcase their love of learning, perseverance, zest, gratitude, hope, and perspective which will create a positive and vibrant learning environment for all learners in the class.

Getting laurels for school: We want our students to never stop growing and rest on their laurels. We want them to make us proud with their achievements and be empowered individuals who can bring positive difference in this ever changing world.

Well behaved individual: Students understand that their teacher cares about them and wants them to do well, they feel comfortable asking questions and making mistakes. This comfort zone enables them to be clear, consistent, respectful and highlight positive learning behavior.

Demonstration of Strong Learner profile attributes: The student is kind, caring and internationally minded who recognizes their common humanity and shared guardianship of the planet and contribute towards creating a better and more peaceful world.

Demonstration of strong ATL Skills: Students who demonstrate strong ATL skills spend time deciphering their strengths and areas of improvement. They create an action plan to work on their improvement areas. This process helps them to strengthen their existing skills and acquire new skill sets which pave their pathway to become successful individuals.

Choice of rewards may include:

- Positive Behavior comment and appreciation and commendation on the Managebac by respective teachers which will help towards future University recommendation letters. If a student receives 7 Commendations from different areas the Programme Coordinator/Pastoral and well being coordinator will organize a commendation meeting with the parents.
- Students can add their skill set and achievements to their Learner's passport which will help them to showcase their positive mindset and attitudes to University officials and increase their chances for University placement.
- Positive comments by the grade tutor in the term end reports.
- Grade tutor and grade prefect present award/certificates during assembly/honor roll celebrations, School Social media for positive learning attitude in class and positive behavior.

- Shout outs in class, appreciation in assembly, positive comments both oral and written from the teachers, celebration during school events through awards & certificates.
- Extra Sports/Arts time based on the students preference and an opportunity to lead and organize School events.
- Field Day, Pajama Day
- Lunch with the Head of School or Special invitation and appreciating a group of students for displaying positive behavior at HOS house.

7. Inappropriate behavior may be defined as

- Blatant Disrespect: Refusal to cooperate, follow directions, failing to comply with emergency or health regulations, use of abusive language, talking back.
- Deliberate Injury: Hurting someone i.e. fighting, punching, throwing objects.
- Vandalism: Interfering with property i.e. intentional breakage, destruction of materials. (students are liable for all replacement costs arising from damage to students and school property)
- Harassment: Harassment, online or physical bullying i.e. verbal or physical abuse or any form of physical interference with another student.
- Fraud: Cheating and plagiarism i.e. copying another student's work, presentation of work authored by another as one's own. (This is also likely to result in course or examination failure)
- Theft: Stealing personal or school property
- Equipment Abuse: Interference in any manner with the school's computers, technology equipment or network.
- Unethical Behavior: The school reserves the right to take steps to control and combat unethical behavior if it contradicts the values expressed by the school.
- Substance abuse: Behavior that involves use, storage, supply or abuse of alcohol, drugs and any illegal substances.)Incident example:If a student or group of students is smoking, it is the responsibility of the other students to dissuade that student or to walk away. Any student in the company of a smoker will be deemed to be smoking).
- Use of Mobile phones: Use of mobile phones on campus is not allowed except with the permission by School Administration. (Refer to the Mobile phone usage policy for more details).
- Academic Misconduct: Academic misconduct, the term used for when individuals do not act with integrity in an academic setting and are engaged with Plagiarism, Cheating, Submitting the same piece of work for more than one submission without the instructor's permission, Impersonating another person in a test or exam, Unauthorized collaboration on individual assignments, tests or exams, Buying or otherwise obtaining term papers or

assignments, falsifying, misrepresenting, or forging an academic record or supporting document. (Refer to the academic honesty policy for more details).

- Student Loitering beyond school hours: Once planned activities are finished, students are expected to go home or wait at Reception in the admin block. It is not safe for students to spend time, often between 3pm and 4.30pm, in unsupervised and unknown areas of campus.
- Violating School Uniform: The school uniform expectations are applicable for dress, jewelry and hair stylings. The School reserves the rights to take necessary actions to address the issue of uniform violation. (Refer to the dress code and appearance guidelines from the student parent handbook).
- Violating Bus rules: Inappropriate conduct, use of objectionable language or abuse will not be tolerated in the school bus. No eating or usage of electronic devices are allowed in the bus (Refer to the Bus rules from the student parent handbook)
- Violating Dorm rules: Breaking the dorm rules that support students living together in a supportive, studious, healthy and enjoyable way. This includes inappropriate use of devices, bringing food or materials that are banned, disrespect to students and adults, and not attending meals and prep as directed.
- Damaging reputation of the school or students online or physically: Schools have a legal right to impose reasonable sanctions if a pupil misbehaves and engages in actions which will damage the reputation of school.
- Violating Acceptable use of Technology Policy: School has listed down the technology expectations clearly in the Acceptable use of Technology policy. Action will be taken based on the seriousness of infringement.

CATEGORIES OF INAPPROPRIATE BEHAVIOR AND THE SANCTIONS EMPLOYED

The Sreenidhi International school disciplinary committee is responsible for upholding the code of conduct through personal examples. The disciplinary committee comprises Pastoral care and well-being coordinator and the relevant Principals. Based on the severity and seriousness of the discipline infringement the Head of school will join the committee if required.

Disciplinary Consequences for inappropriate behavior/behavior that is non-compliant with the Code of Conduct:

Teachers at SIS are strongly advised to give students a clear statement of their expectations concerning classroom behavior, and to demand high standards of behavior from students at all times. Action which may be taken by classroom teachers includes reprimands, warnings and isolation of students within the classroom, detentions organized by the teacher or extra work. Classroom teachers may wish to contact parents directly.

- non-compliant member must be given the opportunity to explain mitigating circumstances for the infraction to the grade tutor/ teacher, Pastoral care

and wellbeing coordinator, relevant Principals or Head of School, prior to disciplinary consequences being assigned

- disciplinary consequences imposed are intended to inform members' understanding of the purpose for the Code of Conduct and why non-compliance is unacceptable, while allowing members to make amends or apologize to those inconvenienced or harmed (i.e. reflective restorative justice). Below mentioned are the sanctions for inappropriate behavior categories. Details and guidelines of each behavior report (Green/Yellow/Orange) behavior is presented at a later section.

Green Behavior Report	Yellow Behavior Report	Orange Behavior Report
School mobile phone and other media devices procedure violation (Dealt by all teachers)	Blatant Disrespect	Substance abuse
School uniform violation (Dealt by all teachers)	Deliberate Injury	Academic misconduct
Misbehavior in lessons (Dealt by all teachers)	Vandalism	Damaging reputation of the school or students online or physically
Attendance (Dealt by all teachers)	Harassment	
Delay in submission or No submission (Dealt by all teachers)	Fraud	
Violating dorm rules (Dealt by dorm parents)	Theft	
Bunking Lesson (Dealt by all teachers)	Equipment Abuse	
	Unethical Behavior	
	Violating Bus rules	
	Bullying	

8. Staff Dealing with The Misbehavior

A Disciplinary Committee comprising of following members are formed:

- Principal (Senior or Primary depending on the grade student involved, if group of students from seniors and primary are in such case both the principals).
- Where relevant Principals will inform the Manager Operations regarding any disciplinary action taken regarding student behaviour in the bus or dining hall.

Disciplinary consequences of inappropriate behavior:

1. For the first occurrence of inappropriate behavior, appropriate measures will be taken initially by the teacher concerned to address an infraction of the school rules and non-respectful behavior inside or outside class using a range of strategies such as stern look, quiet word, moving to another seat or keeping after lesson for a talk to name a few. Discussion with the student by the teacher addressing an infraction should emphasize on how this affects other students, the class and school.
2. In case of second repeated infraction of school rules or non-respectful behavior, the concerned teacher will enable the student to write a behavior reflection form and reflect on how the behavior affects others and what the student has learned through the reflection process. This behavior reflection form will be handed over to the respective grade tutor for it to be added to the student's records/portfolio.
3. Continued repeated infraction of school rules or non-respectful behavior shall result in the teacher concerned recording a incident note on the Managebac with a notification sent to parents and refer the student to the Pastoral care Coordinator for follow-up. The Pastoral and wellbeing coordinator may pull the students out of the class to address the issue and may call the parent to discuss the issue if required.

4. **Green Behavior Report**

Repeating inappropriate behavior for more than three times or after filling two behavior reflection forms will result in the student being placed on the **Green Behavior Report** for 7 days. The teacher concerned will record an incident note on the Managebac with notification sent to parents and refer the student to the Grade tutor for follow-up. The grade tutor will notify the parents and the subject teachers in an email about the students placement in the Green Behavior report and the student will be under observation by every teacher. The student needs to take remarks and signatures of every subject teacher at the end of the lesson for 7 days where the teachers will comment on the students positive or negative behavior during the lesson. The student in the **Green Behavior report** needs to report to his/her homeroom teacher everyday during the registration period and handover the previous day's signed Green behavior report. These reports will be added to the students record/portfolio by

the grade tutor.

The **Green Behavior report** will extend for 3 more days in case a student engages in inappropriate behavior while being in the green behavior report. In case the students behavior was up to mark and there is no negative remark from any teacher during this period, the student may be out of the green behavior report after 7 days and the parents will be notified about it by the grade tutor. The **Green Behavior report** is given to students in conjunction with a reflective essay/ behavior reflection form.

5. **Yellow Behavior Report**

In case infraction of school rules or non-respectable behavior continues or the student is engaged in such activities after having two cycles of Green Behavior report, then the student will be placed on a Yellow behavior report for 7 days. The teacher concerned will record an incident note on the Managebac with notification sent to parents and refer the student to the Pastoral care Coordinator for follow-up.

The parents, grade tutors and the subject teachers will be notified about the students placement in the Yellow Behavior report by the Assistant coordinator (PYP/MYP/DP) and the student will be under observation by every teacher. The student needs to take remarks and signatures from every subject teacher(MYP/DP/CP) and Grade tutor(PYP) at the end of the lesson for 7 days where the teachers will comment on the students positive or negative behavior during the lesson. The student in **Yellow Behavior report** needs to report to the Program Leadership (PYP/MYP/DP/CP) everyday during the registration time and handover the previous day's signed Yellow behavior report. These reports will be added to the students record/portfolio by the grade tutor.

If the student's behavior does not improve whilst being on a 'yellow' report then a conference will be organized by the Programme leadership team(PYP/MYP/DP/CP) involving parents, counselor, and pastoral and wellbeing coordinator to devise strategies for helping the student to improve on his/her behavior.

The **Yellow Behavior report** will extend for 3 more days in case a student engages in inappropriate behavior while being in the Yellow behavior report. In case the students behavior was up to mark and there is no negative remark from any teacher during this period, the student may be out of the Yellow Behavior report after 7 days and the parents will be notified about it by the Assistant coordinator. The **Yellow Behavior report** is given to students in conjunction with a reflective essay/ behavior reflection form.

6. **Orange Behavior Report**

In case infraction of school rules or non-respectable behavior continues or the student is engaged in such activities after having two cycles of Yellow Behavior report, then the student will be placed on an Orange Behavior report for 10 days. The teacher concerned will record an incident note on the Managebac with notification sent to parents and refer the student to the Pastoral care Coordinator for follow-up.

The parents, grade tutors and the subject teachers will be notified about the students placement in the Orange Behavior report by the Pastoral care and well-being coordinator and the student will be under observation by every teacher. The student needs to take remarks and signatures from every subject teacher at the end of the lesson for 10 days where the teachers will comment on the students positive or negative behavior during the lesson. The student in the orange **Behavior report** needs to report to the Pastoral care and well-being coordinator everyday during the registration time and handover the previous day's signed Orange behavior report.

A conference will be held with the parents, counselor, assistant coordinator (PYP/MYP/DP) and pastoral and wellbeing coordinator to devise strategies for helping the student to improve on his/her behavior. The student will have a conference with the social and emotional counselor and will engage in preparing a behavior improvement plan with the counselor's support.

Students and parents both will sign the behavior improvement plan and show a commitment towards the devised plan.

If a student does not improve in behavior and gets involved in any serious issue whilst being on an Orange Behavior report, the student will be immediately withdrawn from classes/school for the remainder of the school day. Depending on the age of the student and the nature of the incident further action may be taken. (i.e. external suspension depending on the intensity of violation or infringement). Parents will be informed of the incident via email or phone and may be asked to pick the child from the school.

The Head of School will be involved in a conference as appropriate to address the matter further resulting in immediate suspension from school for a period of 2 - 7 days depending on the repetitiveness or seriousness of the incident.

In case the students behavior was up to mark and there is no negative remark from any teacher during this period, the student may be released from the Orange Behavior report after 10 days and the parents will be notified about it by the Pastoral and wellbeing coordinator. The **Orange Behavior report** is given to students in conjunction with a reflective essay/ behavior reflection form.

Note*

1. A student in Orange report will be withdrawn from all School Sports Teams/Activities/Field Trips, etc.
2. If a student who is a member of the student council gets into a Orange report, then they will lose their privilege of being a member of the student council and may have to resign from the post based on the intensity of infringement. They may also get sanctions by the disciplinary committee in consultation with student council advisory.

Before the student can return to classes after an out-of-school suspension, parents/guardians must accompany the student to school to meet with the Head of School to discuss the terms under which the student will be accepted back into classes on a probationary basis. Students and parents/guardians must sign a 1.5 month Behavioral Contract, which sets out clear behavioral expectations and outlines conditions that will lead to a further lengthy suspension from school. Probationary period can be lifted when the student demonstrates 1 month of

positive respectful behavior and compliance with the Code of Conduct.

Should the student continue to demonstrate non-respectful behavior and breaking of school rules, the Disciplinary Committee shall again meet to determine the length of suspension and recommend to the Board for the expulsion of the student. The parents will be suggested to find another school for the student, rather than have the student return to face possible expulsion.

9. Sanctions used by the school when students are engaged in inappropriate behavior and breaking school rules

- Written warning or reprimand
- Discussion with parents
- In some cases, referral to the school counselor
- Conduct Behavior reports (Green, Yellow, Orange)
- Issuance of an apology, made publicly or privately
- Suspension: A child who gets into serious trouble at school can be suspended for a fixed period of time. Removal from particular classes, or all classes for periods of time
- Loss of privileges
- confiscating something belonging to your child if it's inappropriate for school
- Detention: Detentions include engaging students in some activities beyond school hours with the agreement of parents provided that appropriate supervision can be provided.

School detentions will also be given where students fail to attend other detentions or as part of a punishment for a more serious offense.

Detentions are notified to parents in advance, it should be noted that this notification is to inform parents of the detention and the reason for it having been given. The school does not require parent agreement to set a detention for students. However, if there are reasons why a particular date causes difficulty, then we would encourage parents to let us know.

After school, detentions up to 30 minutes in length can be set without prior warning for "out of lesson" offenses such as: poor behavior in the playground, rudeness, repeated failure to fulfill uniform requirements, bringing in banned items, repeated lateness to lessons/school. Students will be expected to let parents know that they are going to be late leaving school for delays greater than 15 minutes where this might cause concern.

For detentions greater than 30 minutes at the end of the day: Parents/ will usually receive an email or other contact the day before.

- Expulsion: Expulsion of a student from school is the last resort after trying to improve the student's behaviour through other means. However, there are

exceptional circumstances in which a school may decide to expel a student for a 'one-off' offense.

The decision to expel the students can only be taken by the expelling authority which comprises the Executive board and Head of school.

10. Policies & Protocols

- [Code of Conduct](#)

